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ABSTRACT

Designed to infuse career education with language arts and science, these teacher-developed activities for grades 7-12 are based on one of seven teacher competencies identified by an Oregon task force (see CE 019 665 for the project description). The activities in this document are based on teacher competency number 2: help students understand and apply those skills needed to prepare them to seek, secure, and hold a job, as well as be able to adjust to job changes and demands. The following nine activities are included: (1) landing a job; (2) using the newspaper to find jobs and careers; (3) interviewing; (4) listing support organizations; (5) stumbling blocks to a career; (6) treasure hunt in the classified ads; (7) follow-up letter; (8) retraining to meet changes in technology; and (9) life-style changes. The format of each activity identifies the competency covered by the activity; related competencies; grade level; instructional goal; number of people needed; time requirements; materials and resources needed; and procedures to be followed. (BM)

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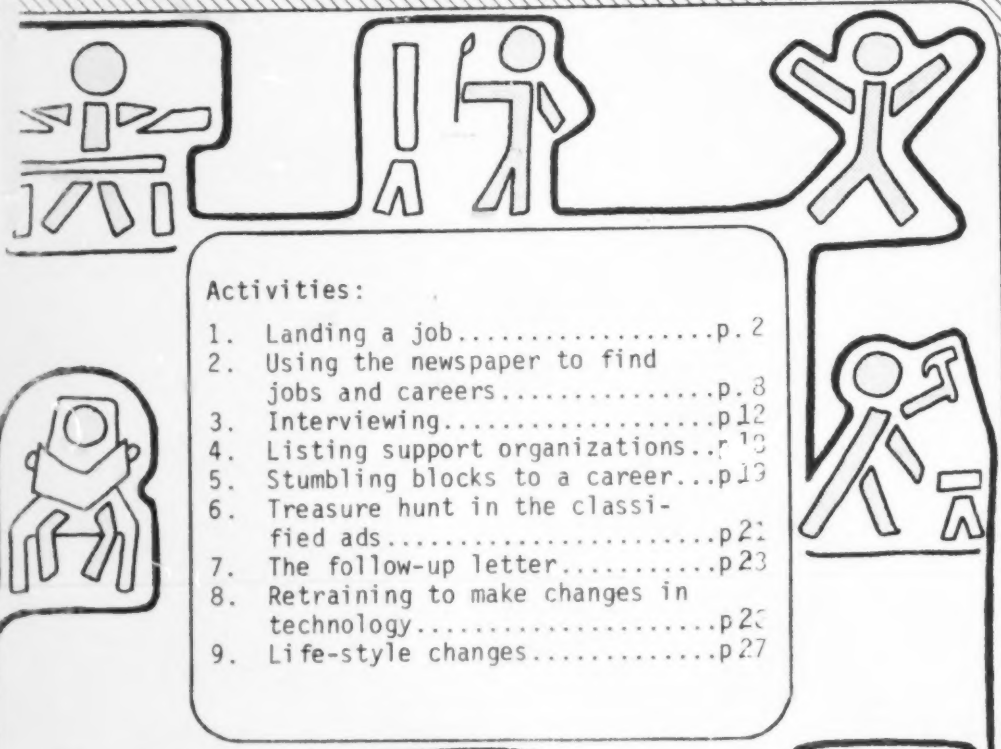
LANGUAGE ARTS & SCIENCE

sample career education activities

grades 7-12

JOB SKILLS

ED169233



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U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

JOB SKILLS

Competency #2: Help students understand and apply those skills needed to prepare them to seek, secure and hold a job(s), as well as be able to adjust to job changes and demands.

CE 019 667

SEVEN CAREER EDUCATION CURRICULUM
FOR LANGUAGE ARTS AND SCIENCE
TEACHERS, GRADES 7 - 12

THE TEACHER WILL BE ABLE TO:

1. Provide activities which enable students to clarify attitudes toward life roles and careers.
2. Help students understand and apply those skills needed to prepare them to seek, secure, and hold a job(s), as well as be able to adjust to job changes and demands.
3. Help students identify and use community resources which are related to their career development.
4. Create opportunities for parents to help their children understand career education.
5. Adopt, modify, or create material which will help students understand the relationship of language arts/science areas to careers.
6. Instruct students in reading, writing, speaking and listening skills as they related to life roles and careers.
7. Assist students to evaluate stereotyped beliefs and make career choices in terms of abilities and interests.

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SPECIAL CREDIT:

Many of the sample activities used to complete the following packets were adapted/adopted from the Career Awareness/Exploration Curriculum Kits, Grades 4-8, 9-10 and 11-12, produced under contract with the Marion County ESD, Salem, Oregon in 1976-78. Credit has been given to the author of the activities used. The Career Awareness/Exploration Kits are available from:

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TEACHING ACADEMIC SUBJECTS & CAREER EDUCATION

In Oregon, career education is built around the concept that each individual must learn to function effectively in six life roles: Citizen, consumer, family member, individual, learner, and producer. A major characteristic of Oregon's concept is that it is not a separate instructional program but is an intergral part of each curriculum area. Within the instructional and support programs, career education provides learners with experiences to develop attitudes, knowledge and skills, and to make effective choices that will enable them to perform successfully in the producer role, assist them in related life roles, and form a bridge between school and the world of work.

A comprehensive career education approach affects all grade levels, in all units and courses of study. Students can learn of possibilities of employment, but they also learn how a subject relates to other life roles that would provide them with a stimulating, emotionally rewarding lifestyle.

A major goal of any program ought to be to provide students with the reading, writing, listening, and other related communications skills which will enable them to function as effective human beings. To be an effective producer, each person must acquire and maintain a certain body of these skills. Students ought to have opportunities to understand the relationship between learning to read, write, speak and listen, and living, both in and out of school.

Through an understanding of career education concepts, all teachers can begin to identify and develop strategies for including career education within the scope of their programs. The following material is an attempt to offer suggestions and ideas to infuse these disciplines with career education activities.

TEACHER COMPETENCY II: HELP STUDENTS UNDERSTAND AND APPLY THOSE SKILLS NEEDED TO PREPARE THEM TO SEEK, SECURE, AND HOLD A JOB, AS WELL AS BE ABLE TO ADJUST TO JOB CHANGES AND DEMANDS.

So that success may be achieved by students in securing and keeping a job, it is important that practice and instruction be offered on using job information resources, writing a resume, preparing for interviews, and sustaining attitudes and skills necessary to impress an employer. The following activities encourage such growth and capitalize to the extent possible on the strengths of the local community.

Title:

Landing a Job

Activity 1

Competency:

#2 Job Skills

Related Competencies:

#3 Community Resources
#6 Communication Skills
#7 Career Choice

Level:

9-12

Instructional Goal:

Given selected classified ads, the student will select a job, compose a letter of application and complete an application form for that job, and write a resume.

Number of People:

Total class

Time:

Two to three class periods

Materials/Resources:

Classified Ads Same application(transparency)
Sample letters of application
Sample resume

Procedures:

Session 1

1. Have the students choose a job from selected classified ads related to their abilities.
2. The student will make a list of their personal characteristics which would qualify them for the position.
3. Sample letters of application should be distributed to the class and the teacher will explain their format. (See attached sheet)
4. Using a list of qualifications and letter samples, the student will compose a letter of application for the job they have selected and produce a mailable copy.
5. In order to get a wide sampling of various types of applications, each student will be assigned to mail their letter to the designated employer indicated in the ad. (Some employers will not respond. An application form supplied by the teacher may be given to students who do not receive a reply.)

Session 2 (NOTE: The teacher may want to postpone this lesson until applications arrive for most of the class.)

1. The teacher will provide a transparency which shows components of an application form and discuss each section with the class. (See attached sheet)
2. The class will exchange application forms received from employers advertising in the classified ads and note similarities.
3. Have students complete the application form. (One received from employer or supplied by teacher)

4. The teacher will distribute sample resumes and explain their format. (See attached sheet)

5. The student will compose their own resume and turn in a mailable copy.

Evaluation:

Letters, applications and resumes should be graded on completeness, conciseness, and legibility.

Developed by: Dennis Crow and Ruth Kostur

960 W. Third Street
Wilsonville, OR 97990
November 16, 1977

Mr. Jack Mason
Personnel Director
Umpqua Insurance Company
1992 S. Jackson
Salem, OR 97304

Dear Mr. Mason:

This letter is in answer to your November 5, 1977, advertisement in the Capital Journal for a stenographic position. I would like to make my future in the field of secretarial work and I think that the position you offer would give me an excellent start.

I recently graduated from Grand Prairie High School in Wilsonville, Oregon where I completed a three-year commercial course. My typing and shorthand speeds are 70 and 100 words per minute respectively.

For the past two years I have worked during the summers as a busy office aide at Grand Prairie High School and have a genuine liking for office work.

I would appreciate it if you would send me an application form for the position of stenographer.

I would also like the opportunity to talk with you at your convenience. I may be reached at the above address or by telephone at 291-1234.

Sincerely yours,

Mary Jo Post

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ AGE _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP

PERMANENT ADDRESS _____
STREET CITY STATE ZIP

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

LAST FIRST MIDDLE

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U. S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

P E R S O N A L R E S U M E'

of

Mary Elizabeth Ketchum
Route 1, Box 506
Salem, OR 97304

POSITION DESIRED: Filing Clerk

P E R S O N A L I N F O R M A T I O N

Birthdate: October 7, 1960
Health: Excellent
Weight: 125 pounds
Work Permit

Age: 15
Height: 5'4"
Social Security #: 542-78-4800
Driver's Permit: 2453597

E D U C A T I O N

Amity High School
P. O. Box 138
Amity, OR 97101
835-2181
currently a sophomore

Course work: Typing I
marketing
speech
composition

W O R K E X P E R I E N C E

Summer of 1975: Carl Dauenhauer, Route 2, Box 58, Dayton, OR 97301
868-7531, strawberry picker and bean hoer.

Summer of 1975: Mike Carr, Route 2, Box 55, Dayton, OR 97301
868-8090, baby sitter.

Summer of 1974: Carl Dauenhauer, Route 2, Box 58, Dayton, OR 97301
868-7531, strawberry picker.

A C T I V I T I E S A N D H O B B I E S

Vice-president of freshman and sophomore class
Band
Volleyball
Drill Team
Girls' Recreational Association

Hiking
Reading
Sports
Dancing
Writing

R E F E R E N C E S

Mr. and Mrs. Carl Dauenhauer, Route 2, Box 58, Dayton, OR 97301
868-7531

Coyne Smith, 632 Pine Street, Sublimity, OR 97385
768-5859

James Coleman, 236 Balston Creek Road, McMinnville, OR 97128
472-1189

Title:

USING THE NEWSPAPER TO FIND JOBS AND CAREERS

Activity 2

Competency:

#2 Job Skills

Related Competencies:

#7 Career Choice

Level:

9-12

Instructional Goal: Given an opportunity to examine a local job market, the student will be able to select "Help Wanted" ads that demonstrate a variety of skills and training.

Number of People:

Total class

Time:

Two to three 45-minute periods

Materials/Resources:

Multiple copies of the employment section of a local newspaper, scissors, paste, activity forms, Career Briefs

Procedures:

1. The teacher will provide a copy of the employment section of a local newspaper for each student.
2. The teacher will provide each student with a copy of the activity form (See example).
3. The teacher will explain the three categories of ads as listed on the activity form.
4. Using the materials provided, the students will complete the activity according to the written instructions.
5. When the entire class has completed the activity, the teacher will initiate a discussion by asking the students to read and comment on their conclusions about job seeking and training requirements.

Source: Lois Barber
Adapted by: Project staff

COMPETENCY II, Activity 2

Name _____

ACTIVITY: USING THE NEWSPAPER TO FIND JOBS AND CAREERS

A. Directions: Find examples of jobs that interest you in your local newspaper. Clip the ads and paste them in spaces provided under the appropriate column.

COME-ON ADS (Little pay-big promises)	UNSKILLED JOBS (No experience required, No educational requirements)	SKILLED JOBS (Experience required, Education required)
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

B) Answer the following questions about the jobs that you have selected. Consult the Career Briefs if necessary.

1. What is misleading about the wording of the come-on ads?_____

_____

2. In the unskilled column, which ad appeals to you the most? Number _____
What are the educational requirements for this job?_____

_____

What are the training requirements for this job?_____

_____

What are the opportunities for advancement for this job?_____

_____

3. In the skilled column, which ad appeals to you the most? Number _____

What are the educational requirements for this job?_____

_____

What are the training requirements for this job?_____

_____

What are the opportunities for advancement for this job?_____

_____

4. For which job are you best qualified? Number _____ or Number _____.

Circle your answer. Why?_____

_____

5. What have you learned about jobs and job seeking from this exercise?
List five conclusions.

a)

(Cont.)

5. (cont.)

b)

c)

d)

e)

Title:

Interviewing

Activity

3

Competency:

#2 Job Skills

Related Competencies:

#6 Communication Skills

Level:

7-12

Instructional Goal:

The teacher will develop a role-playing situation in which students simulate a job interview and are critiqued by the members of the class.

Number of People:

Total class

Time:

Five class periods

Materials/Resources:

1. Video-taping equipment
2. List of Interviewing Techniques

Procedures:

1. The teacher will ask students to pair up for simulated job interviews. One student will serve as employer and the partner will act as job applicant in one simulation. In the next simulation, pairs will switch roles.
2. Each student selects a job of interest and researches the job in order to learn the requirements.
3. Each student prepares a resume as though capable of obtaining that job.
4. Each pair of students make up questions to be asked in a simulated interview.
5. The teacher discusses interviewing techniques. (See attachment)
6. The simulated interview will be video-taped.
7. The entire class will complete a critique sheet for each simulation.
8. Based on video-tape and critique sheets of fellow classmates, each student will compose a two-three paragraph evaluation of his/her own performance.

Developed by: Dennis Crow and Ruth Kostur

HINTS FOR INTERVIEWING

1. State all facts and questions in such a manner that you get a (yes) answer. If you can get the employer to think in a positive (yes) manner, he will tend to say yes to your request for a job.
2. Try to know what kind of an answer your question will bring.
3. Never suggest anything negative about yourself.
4. Watch the reaction of your words on the man you are talking to.
5. People are never interested at first. You must interest them.
6. Keep in mind that you have something to <u>give</u>, not <u>get</u>. Have your services to sell and know what they are. Know how you can be of value to that firm.
7. An objection to you, or the reason for not hiring you as given to you by the employer, in most cases, may not be the real reason.
   A. When an employer gives you an objection such as: there are no openings, or we are taking no applications.
   B. Merely agree with him and go into your sales talk. Example: I realize, Mr. Jones, that you are not taking applications, but I wanted very much to meet you--get acquainted,--make this contact, etc.

BEFORE STARTING OUT TO LOOK FOR WORK:

BE SURE:

1. Your appearance is as attractive as you can be. (Be conservative not flashy)
2. Skin-clean
3. Teeth-carefully cared for
4. Hair-neatly and becomingly fixed. Boys-avoid beards and extreme hair styles.
5. Hands-nails clean.
6. Clothing-clean, free from spots, pressed, and carefully repaired; collars, handkerchiefs, and shoes clean and heels strait. Dress suitably for the work you are applying for.
7. Jewelry-nothing gaudy or showy-avoid advertising pins and those suggesting political or religious preference.
8. You have money for an unforeseen situation such as extra carfare, lunch.
9. You have a list of employers you intend to call on.

WHEN YOU GO TO INTERVIEW:

1. Arrive at your destination in time to be calm.
2. Ask for the person you wish to interview with.
3. Remain outside a private office until you are asked to enter.
4. Show no impatience while waiting.
5. Enter room in quiet, self-possessed manner. If the employer is busy, do not interrupt.
6. Introduce yourself. State briefly your reason for calling. Look at the person with whom you are talking.
7. Remain standing until you are asked to be seated. Do not lean on anything.
8. Sit comfortable, do not slouch. Try to avoid signs of nervousness.
9. Hold your hands quietly in your lap.
10. Make no attempt to read private material.

(Continued)

11. Show no interest in conversation not directed to you.
12. Let the employer do most of the talking.
13. Smile now and then, whether you want to or not.
14. Answer all questions clearly and truthfully.
15. Avoid the use of slang.
16. Do not attempt to argue or joke with the employer.
17. Be sure that persons whose names you give as references are willing to act in your capacity.
18. Respect the right of the employer to interview other applicants before making his decision.
19. Remember that an offer of employment by the employer gives you the right to know definitely:
    a. the kind of work you are to do
    b. hours of service
    c. salary
    d. other details which might influence you in accepting or refusing
20. Remember that courtesy is always an asset.
21. Whether you get the job or not, say "Thank you, Mr./Ms _____", when you leave.

QUESTIONS FREQUENTLY ASKED DURING

THE EMPLOYMENT INTERVIEW

1. At what salary would you start?
2. What are your future vocational plans?
3. In what school activities have you participated? Why? Which did you like the most?
4. How do you spend your spare time? What are your hobbies?
5. In what type of position are you most interested?
6. Why do you think you might like to work for our company?
7. What jobs have you held? How were they obtained? Why did you leave?
8. What courses in school did you like best? Least? Why?
9. What do you know about our Company?
10. What qualifications do you have that make you feel that you will be successful in your field?
11. What are your ideas on salary?
12. Do you prefer any specific geographic location? Why?
13. How much money do you hope to earn at the age of 20? 25?
14. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
15. Why do you think you would like this particular type of job?
16. What personal characteristics are necessary for success in your chosen field?
17. Why do you think you would like this particular type of job?
18. What is your father's occupation?
19. Are you looking for permanent work or a temporary job?
20. Do you prefer working with others or by yourself?
21. What kind of boss do you prefer?
22. Are you primarily interested in making money or do you feel that service to your fellow man is a satisfactory accomplishment?
23. Can you take instructions without feeling upset?
24. Do you live with your parents?

(Taken from Search to Success Job Finding Kit Portland: Maco Art Inc., 1973.)

25. What have you learned from some of the jobs you have held?

26. Can you get recommendations from previous employers?

27. What interests you about our product or service?

28. What do you know about opportunities in the field in which you are trained?

29. Have you ever had any difficulty getting along with fellow students and faculty?

30. Do you have any debts?

31. What is the source of your spending money?

32. Have you saved any money?

33. How long do you expect to work?

34. Do you like routine work?

35. Do you like regular hours?

36. What is your major weakness?

37. Define Cooperation

38. What do you do to keep in good physical condition?

39. Have you had any serious illness or injury?

40. What job in our company would you choose if your were entirely free to do so?

41. Is it an effort to be tolerant of persons with a background and interest different from your own?

42. What type of books have you read?

43. Do you enjoy sports as a participant? As an observer?

44. Do you like to travel?

45. How about overtime work?

46. What have you done that shows initiative and willingness to work?

NOTE: IF YOU WILL TAKE THE TIME NECESSARY TO WRITE OUT BRIEF ANSWERS TO EACH OF THE QUESTIONS, IT WILL HELP YOU TO CLARIFY YOUR OWN THINKING AND ESTABLISH READY ANSWERS.

CRITIQUING THE APPLICANTS

Name _____

(Check one)	EXCELLENT	Above Average	Average	Below Average
1. Appearance	_____	_____	_____	_____
2. Maturity	_____	_____	_____	_____
3. Anticipated competence	_____	_____	_____	_____
4. Interest	_____	_____	_____	_____
5. Attitude	_____	_____	_____	_____

Comments:

_____

_____

_____

Delivery

1. Volume	_____	_____	_____	_____
2. Eye Contact	_____	_____	_____	_____
3. Gestures, stance	_____	_____	_____	_____

RECOMMENDATIONS:

1. _____Hire

2. _____No Interest

Evaluator: _____
(signature) (date)

Title:

LISTING SUPPORT ORGANIZATIONS

Activity 4

Competency:

#2 Job Skills

Related Competencies:

#3 Community Resources

Level:

9-12

Instructional Goal: Given the opportunity to research an occupational area, the student will be able to list the labor unions, professional organizations and schools which relate to that area.

Number of People:

Total class

Time:

Two to three 45-minute periods, outside class time variable

Materials/Resources:

Computer Information Service
Computer terminal or Needle-Sort
Library

Procedures:

1. The teacher will have individual students use the CIS or Needle-Sort to identify five occupational areas in which they are interested.

2. The teacher will have the students use the library to find the labor unions, professional organizations and schools which provide information and assistance for those occupations.

3. The teacher will then have students with similar occupations meet and compile a master list of organizations.

4. The teacher will have each group orally present its findings to the class.

Source: Pauline Niederberger
Adapted by: Project staff

Title:

Stumbling Blocks To A Career
Page 1 of 2 Pages

Activity

5

Competency:

#2 Job Skills

Related Competencies:

#1 Attitudes
#2 Career Choices

Level:

7-12 teachers
students

Instructional Goal:

Given "Stumbling Blocks" to a career goal, the students will hypothesize how they would overcome these obstacles.

Number of People:

Total class

Time:

One class period

Materials/Resources:

"Stumbling Blocks To A Career" sheet

Procedures:

1. The student will select three of the attached "stumbling blocks" to a career goal and write a multi-paragraph composition describing how would overcome them.

2. Students will share their reactions with other members of their class.

3. (Optional) Students may form groups and create short dramatic sketches depicting the problem and possible resolution.

Developed by: Dennis Crow and Ruth Kostur

COMPETENCY II, Activity 5

STUMBLING BLOCKS TO A CAREER

1. As a result of a car accident, a potential employee becomes a parapiegic.

2. The employee holds an executive position and is phased out due to increasing costs.

3. The potential employee is very well trained, but due to an oversupply of qualified people in that field, is unable to locate a position.

4. The potential employee enjoys physical work, but spouse's expectations are for a white collar career.

5. The potential employee has an opportunity for a very well paying job, but the family decries the travel.

6. An employee who enjoys his/her current job is promoted to a position for which he/she feels unqualified.

Title:

Treasure Hunt in the Classified Ads

Activity

6

Competency:

2 Job Skills

Related Competencies:

#7 Career Choice

Level:

7-9 students

Instructional Goal:

Given the opportunity to use the classified ad section of a newspaper as a reference, the student will choose and summarize information about jobs which will be of personal interest.

Number of People:

Total class

Time:

One class period

Materials/Resources:

1. Copies of local newspaper
2. List of abbreviations

Procedures:

1. The teacher will write on the blackboard the definition of a classified ad and where it is found in the newspaper.

2. The teacher will distribute a list of abbreviations commonly found in a classified ad. (See attached sheet)

3. The teacher will provide copies of the local newspaper and ask students to select three jobs which interest them.

4. The students will pick out the abbreviations in the three classified ads selected, determine the referents for them by refering to the master list, and then summarize the information in each ad in a written paragraph.

5. (Optional) Students will share with class the jobs they chose and the types of information supplied by the ads.

6. (Optional) As a follow-up activity, students may compose their own "Help Wanted" section of the classified ads.

Developed by: Dennis Crow and Ruth Kostur

Some Common Classified Ad Abbreviations

appl. = applicant

appt. = appointment

avail. = available

cert. = certificate/certified

engr. = engineer

exc. = excellent

exec. = executive

exp. = experience

immed. = immediate

incl. = included

lic. = license/licensed

mfg = manufacturing

mfr. = manufacturer

nec. = necessary

opp./oppt. - opportunity

pos. = position

pref. = preferred

qual. = qualified

mgr. = manager

quals. = qualifications

ref. = reference

req. = required

sal. = salary

secy. = secretary

Title:

THE FOLLOW-UP LETTER

Activity

7

Competency:

#2 Job Skills

Related Competencies:

#6 Communication Skills

Level:

10-12

Instructional Goal:

Having completed an interview, the student will be able to write a follow-up letter.

Number of People:

Individual

Time:

Two 45-minute Periods

Materials/Resources:

Guidelines, Typewriter, Paper, Envelopes

Procedures:

1. The teacher will issue a copy of guidelines for writing a business letter with specific instructions for a follow-up letter.

2. The student, having completed an interview, will write a follow-up letter.

Source: Lois Barber
Tom Lacey

Adapted by: Project Staff

COMPETENCY II, Activity 7

THE FOLLOW-UP LETTER

Comparatively few jobs are closed at the first interview. The choice will usually be narrowed down to a few applicants, and then the final selection will be made. Follow up your interview promptly - evening of the same day - with a letter thanking the prospective employer for the interview and reviewing points of special interest to him. Sometimes a second follow-up letter may be advisable a week or two after the first. If no action has taken place within a reasonable time, a brief note is not out of place. The second follow-up merely reminds the prospective employer of your having filed an application and may express willingness to return for another interview.

The follow-up letter may serve several purposes:

1. to thank the interviewer for the time and courtesy extended to you.
2. to let the interviewer know you are still interested in the position.
3. to remind the interviewer of the special qualifications you have for this position.
4. to return the application form that the interviewer may have given you to take home to complete.
5. to provide any additional data requested by the interviewer that you may not have had available at the time of the interview.
6. to mention some special ability that was not previously discussed.

SAMPLE OF A FOLLOW-UP

Thank you for talking with me yesterday about the vacancy in your credit department. You gave me a very good picture of what would be expected of anyone who fills this position.

I am very much interested in the job you have available and feel that my experience with the Lyons Automobile Company during the past two years would prove a definite asset in fulfilling the duties.

The completed application form you requested is enclosed. A transcript of my school grades is being sent to you by the principal of the high school I attended.

I hope that you will consider my application favorably. Please let me know if I may provide you with any additional information. Thank you again for your courtesy.

Credit: Linda Evans
Medford Senior High School

Typewritten Business Letter

Address 13
14
Date 15

Inside Address 5
111 Zip

Salutation
Gentlemen:
Dear Mr._____:

2

Body - single spaced

2 spaces between paragraphs.

2 spaces to closing.

Yours truly,

4 spaces to signature

Name

Title:

Retraining to Meet Changes in Technology

Activity 8

Competency:

#2 Job Skills

Related Competencies:

#6 Communication Skills

Level:

9-10

Instructional Goal: Given the opportunity to research the technological changes in the fields of Electronics, Medicine, Transportation, Food Technology, and Engineering, the student will list (a teacher determined number of) new developments in these fields and describe the retraining process necessary.

Number of People:

Total Class

Time:

Three to five 45-minute class periods

Materials/Resources:

None.

Procedures:

1. The teacher will discuss that new technological developments take place every day in the world of work.
2. The teacher will divide the class into five groups of five or six students.
3. Each group will select a group leader and recorder.
4. The teacher will assign one of the following areas: Electronics, Medicine, Transportation, Food Technology or Engineering to each group of students.
5. Each group will research their assigned area for technological advancement and changes and describe the need for retraining in that area.
6. The students will list their findings on the chalkboard and compare one area with another.

Optional:

A. This activity could make a good library assignment.
B. The students may write to the following organizations for information:
   1. U. S. Department of Transportation
   2. American Medical Association
   3. Electronic Schools in their state
   4. Local colleges or community colleges
C. Students may invite guest speakers from the five career areas.
D. Students may interview persons that have gone through a retraining program.

Source: Stan Bozich
Adapted by: Project Staff

COMPETENCY: Activities II

Title:

LIFE STYLE CHANGES

Activity

9

Competency:

#2 Job Skills

Related Competencies:

#6 Communic. Skills

Level:

11-12

Instructional Goal:

The student will be able to list a teacher-determined number of life style changes which can be expected when a person changes a field of work.

Number of People:

Total Class

Time:

five 45-minute periods

Instructional Program Area:

Materials/Resources:

Life Style Index (attached)

Procedures:

1. The teacher will use one period working with the entire class to formulate a working definition of life style. Techniques of brainstorming, consensus, along with teacher developed questioning strategies, should be used. Some examples of life style types are family oriented, work oriented, and leisure oriented.

2. The teacher will distribute the Life Style Index (see attached form). The form should be started in class so that questions which will arise can be answered, but students will need to finish the form at home with the help of their parents.

   This index is designed to focus on one aspect of life style - energy consumption. There is material included to help relate the figures students come up with to figure for different world groups.

3. The teacher will organize some form of interaction, such as interview, panel discussion, tape recording, etc., with at least three people who have made various "field of work" changes. The goal of this segment is for the teacher to organize ways in which students can contact people who have made various "field of work" changes. Students are to get the feel for what change means to the individual in terms of added education, training, different economic status, and mental self-image. It will be helpful for students to work on designated questioning/interview strategies to glean the most useful information from the presentors. For example, questions might follow the sequence shown below:

(Con't.)

LIFE STYLE CHANGES

A. Open questions - To obtain a body of specific data.
   Examples: What were your specific jobs?
   What education did you need to acquire your various jobs?

B. Focusing questions - To select specific points from a universe of data.
   Examples: What were your reasons for changing work?
   What educational updating did you need to do?

C. Interpretive questions - To compare, contrast, and find logical relationships.
   Examples: How do you account for the different natures of the jobs you selected?
   Are you aware of the family life style adjustment your job changes have causes?

D. Capstone questions - To help draw conclusions and to summarize.
   Examples: Could you list any general conclusions you have drawn from your job changes?
   Do you feel that your experiences are shared in common with other people who have made multiple job changes?

4. Have students develop lists of life style changes which came from the interactions the students had above. These changes might be organized into groups such as training, education, economic status, etc.

Developed by: Allan Hughes

P.I. 1.5.2.2

LIFESTYLE INDEX

The Lifestyle Index is designed to demonstrate how much energy the individual uses each year and how his standard of living compares with that of the average individual in other countries of the world. The object is not to pass judgment on the types of productive work and activity the individual engages in but rather to highlight activities carried out at the expense of limited natural resources, especially nonrenewable fossil fuels.

Enter below the Energy Unit totals for each of the six parts of the Lifestyle Index as each is completed. Then find your grand total.

Part	Energy Units
I. Household Energy Expenditures (A. Precise Method; B. Approximate Method)...	
II. Household Materials and Personal Items	
III. Foods and Beverages.....	
IV. Leisure Activities.....	
V. Transportation.....	
VI. Social and Collective Services.....	
Grand Total	

You should now compare your total annual expenditure of energy with that of the average U.S. citizen (10,000 Energy Units) and with those of citizens of other countries.

Annual Energy Units per capita in Selected Countries

Afghanistan	23	Barbados	975
Albania	524	Bolivia	175
Angola	130	Brazil	435
Argentina	1490	Burma	57
Australia	4600	Burundi	9
Austria	2890	Cameroon	82
Bahamas	4285	Canada	7870
Chad	23	Mozambique	148
Chile	1255	Morocco	171
China	473	Nepal	8
Colombia	559	Netherlands	4325
Congo	212	Nicaragua	324
Costa Rica	378	Niger	21
Cuba	949	Nigeria	50
Czechoslovakia	5590	Norway	4400
Dahomey	30	Pakistan	68
Denmark	4495	Panama	662
Ecuador	263	Paraguay	119
Egypt	241	Peru	519
El Salvador	171	Philippines	246
Ethiopia	34	Poland	3690
Finland	3655	Portugal	685
France	3314	Puerto Rico	3230
Gabon	874	Saudi Arabia	813
Germany	4412	Singapore	1320
Ghana	157	Spain	1406
Greece	1240	Sweden	5140
Greenland	3750	Switzerland	3015
Guatemala	196	Tanzania	59
Guinea	85	Turkey	436
Haiti	24	Uganda	61
Honduras	183	U.S.S.R.	3825
Hong Kong	862	United Kingdom	4650
Iceland	3640	United States	9500
India	157	Uruguay	775
Indonesia	106	Venezuela	2107
Iran	865	Yemen	11
Ireland	2830	Yugoslavia	1360
Israel	2245		
Italy	2245		
Ivory Coast	238		
Jamaica	1068		
Japan	2755		
Jordan	260		
Kenya	145		
Khmar Republic	20		
Kuwait	8610		
Laos	71		
Lebanon	709		
Liberia	313		
Malagasy Republic	62		
Mali	21		
Mexico	1072		

1A) HOUSEHOLD ENERGY EXPENDITURES (Precise Method)

The most precise method of calculating household energy expenditures is to convert quantities of electricity and fuel used to Energy Units by applying the following conversion factors. If you have not retained bills for the past year, go directly to Part 1B and use the approximate method. If you do use this precise method, omit Part 1B (except for the section on Residential Building Materials) and omit the section on Preparing and Preserving in Part III (Foods and Beverages) and the section on Electronic Appliances in Part IV (Leisure Activities).

Electricity
Multiply total kilowatt hours used in the last 12 months by the conversion factor 0.368. _____

Natural Gas
Multiply total cubic feet used in the last 12 months by 0.038 _____

Fuel Oil
Multiply number of gallons used in the last 12 months by 4.5 _____

Divide total energy units by number of users in the household and enter total here _____
Total

Lifestyle Index was prepared by the Center for
Science in the Public Interest
1779 Church Street N.W.
Washington, D.C. 20036

HOUSEHOLD ENERGY EXPENDITURES (Approximate Method)

Home Appliances
Values listed in brackets are average Energy Units used per item annually. Multiply by the number of items in the home. Appliances used in preparation and preserving of food will be figured on Part III (Foods and Beverages).

Electric Appliances	
clock	(6)
floor polisher	(6)
sewing machine	(4)
vacuum cleaner	(17)
air cleaner	(80)
bed covering	(54)
dehumidifier	(128)
heating pad	(4)
humidifier	(60)
germicidal lamp	(52)
hair dryer	(5)
heat lamp (infrared)	(5)
shaver	(0.7)
toothbrush	(0.2)
vibrator	(0.7)
clothes dryer	(365)
iron (hand)	(53)
wash machine (automatic)	(38)
wash machine (nonautomatic)	(28)
water heater (standard)	(1555)
water heater (quick recovery)	(1770)
Gas Appliances	
clothes dryer	(277)
water heater	(1170)

Home Lighting
Figures are for average annual use. If your household uses more or less, increase or decrease accordingly

Electric Lighting	(268)
Ornamental gas lights	(668)

Subtotal _____

P.I. 1.5.2.2

II) HOUSEHOLD MATERIALS AND PERSONAL ITEMS

It requires energy to produce all consumer products from house furnishings to cigarettes. Consumer items such as rugs and soap require energy at every step of processing. In calculating Energy Units, it is necessary to include raw materials, processing, freight, and merchandizing. Handcrafting such household materials as drapes does not result in energy savings, since an electric sewing machine probably uses more energy than if mass production methods were used.

Household Materials

The following Energy Units represent annual expenditures for manufacturing and merchandizing household items. Operating energy will be calculated in Part IV for radios, phonographs, and similar items. Energy units are calculated for the individual user. Make allowances if you are a heavy or light user.

furniture	(35)
electric appliances	(46)
electronics equipment (radio, phonographs, etc.)	(17)
pottery, earthenward, china	(5)
other household wares (cutlery, glassware, etc.)	(10)
tissues, paper towels, and other household paper products	(25)
cleaners and soaps	(38)

Subtotal _____

Personal Items

Adjust, according to whether the individual is a light, normal, or heavy user.

Wearing apparel

The larger expenditure in the case of women's apparel is due to larger dollar sales and larger energy expenditures of establishments selling such apparel.

men and boys	(156)
women and girls	(204)

Miscellaneous

toiletries and beauty aids	(23)
health and medical supplies	(58)
tobacco products (1.6 packs per day for average cigarette smokers).	(86)
shoes, footwear	(27)
other leather products (luggage, handbags, gloves	(6)
photographic supplies	(6)
jewelry	(12)
costume jewelry	(9)

Subtotal _____

Add all subtotals in Part II and enter total here:

Total _____

Cooling and Ventilation

Central Air Conditioning (electric)

New England	(755)	____
Mid-Atlantic	(957)	____
East North Central	(905)	____
West North Central	(905)	____
South Atlantic	(1510)	____
East South Central	(1560)	____
West South Central	(1710)	____
Mountain	(1058)	____
Pacific	(1210)	____
Central Air Conditioning (gas)	(1046)	____

Cooling and Ventilating (noncentral)

fan (attic)	(107)	____
fan (circulating)	(16)	____
fan (roll-away)	(51)	____
fan (window)	(58)	____
electric room air conditioner	(316)	____

Subtotal _____

Space Heating

Electricity, natural gas, oil, and solar heating

If you have not used the precise method of Part IA, the following table will provide an estimate of space heating energy expenditure, depending on location and type of heating.

	Electric	Nat. gas	Oil	Oil/ Solar
Northeast	6480	5360	6380	---
Mid-Atlantic	5800	4300	5720	2210
East North Central	6030	4900	5940	2290
W. North Central	5350	4440	5290	2040
South Atlantic	4460	3700	4400	1700
E. South Central	4040	3330	3960	790
W. South Central	2900	2400	2860	570
Mountain	4910	4060	4840	1870
Pacific	3800	3140	3740	1440

Coal

Multiply tons of coal used in the last 12 months by 775. _____

Wood

Multiply cords used in last 12 months by 620 _____

Subtotal _____

Residential Building Materials and Grounds

Total home construction energy (including mining, processing, fabrication, transportation, and sales) has been allotted over the average lifetime of the home before major alterations are required. A 25-year span has been chosen for amortization. If your residence was built in the last 25 years, add the following for building materials.

single dwelling	(844)
2- to 4-unit apartment	(642)
5-units or more apartment	(668)
public housing	(700)

Additions and Alterations

Multiply dollars expended for this purpose during the past year by 1.1

Subtotal _____

Lawn and Garden Gasoline Engines (50)

Subtotal _____

Add all subtotals in Part IB and divide by number of users in the household. Enter total here:

_____

Total

11-12-18

III) FOODS AND BEVERAGES

Production and Transportation

About 12 per cent of America's energy is used to produce, transport, sell, and prepare foods. A large proportion of this is concentrated in meat products. If you do not eat meat, omit the meat category and add extra for vegetables. If you produce your own vegetables by hand and without fertilizer, do not include the 19 Energy Units for vegetables. Energy Units are calculated by apportioning food agricultural energy expenditures according to the dollar basis of the food categories in Reference 12 and making adjustments for imports and exports. Average yearly consumption per capita is given in parentheses.

Production:

Meat:	
beef (114.8 lb/yr)	
veal (2.2 lb/yr)	
lamb and mutton (3.4 lb/yr)	
pork (73.0 lb/yr)	
chicken (42.9 lb/yr)	
turkey (8.9 lb/yr)	(163)
Dairy products (356.1 lb/yr)	(41)
Eggs (318 eggs/yr)	(11)
vegetables and melons (excluding home gardens; 312 lb/yr)	(20)
fruits and nuts (132 lb/yr)	(14)
food grain (141 lb/yr)	(7)
sugar: refined (103 lb/yr) corn syrup (22 lb/yr)	(9)
beverages (coffee, tea, cocoa; 18 lb/yr)	(8)
edible vegetable oils and animal fats and oild (53 lb/yr)	(17)
fish (11 lb/yr)	(11)
Subtotal	_____

Transportation of Food to Processing Plant and Store:

Omit if you grow your own produce or buy most of your food at a farm.

	(16)
Subtotal	_____

Processing

meat	(28)
dairy products	(24)
canned and frozed foods	(28)
grain products	(16)
bakery products	(13)
sugar	(21)
confectionary	(4)
miscellaneous foods	(32)
beverages	(24)
Subtotal	_____

Containers

The following Energy Units are for one 12 ounce container used per day throughout the year. Adjust accordingly.

Beverage Containers

refillable glass bottles	(24)
one-way glass bottles	(71)
bimetallic cans (steel and aluminum)	(57)
aluminum cans	(96)
distilled beverages or wine	(3)

Other Food Containers

paper	(42)
steel(cans)	(17)
glass	(9)
aluminum	(6)
plastic	(7)

Subtotal _____

Retailing and Wholesaling Energy Expenditures

Calculated on the basis of grocery sales for various food items.

meat	(46)
dairy products	(18)
fish	(7)
produce	(26)
canned and frozen foods	(30)
grains and bakery products	(17)
sugar and confectionary products	(9)
beverages (nonalcoholic)	(13)
miscellaneous foods	(18)
alcoholic beverages	(31)

Subtotal _____

Pet Foods

Multiply the pounds of meat products consumed each week by 50 and the pounds of pet food cereal products by 12 to get the total Energy Units. Then divide this figure by the number of persons in the household who regard the pet as theirs.

Food Preparation and Preserving

If you calculated home fuels by the precise method in Part IA, or if all your meals are eaten out, this section should be skipped.

Electric Appliances

blender	(6)
broiler	(37)
carving knife	(3)
coffee-maker	(39)
deep-fryer	(30)
dishwasher	(133)
egg cooker	(5)
freezer (15 cubic feet)	(440)
freezer (frostless, 15 cubic feet)	(648)
frying pan	(68)
hot plate	(33)
mixer	(4)
oven (microwave only)	(70)
range (self-cleaning)	(443)
range (regular)	(432)
refrigerator (frostless, 12 cubic feet)	(448)
refrigerator-freezer (14 cubic feet)	(418)
refrigerator-freezer (frostless, 14 cubic feet)	(673)
roaster	(75)
sandwich grill	(12)
toaster	(14)
trash compacter	(18)
waffle iron	(8)
waste disposer	(11)

Gas Appliances

outdoor gas grill	(100)
range (apartment)	(350)
range (single unit)	(389)
refrigerator	(509)

Add Energy Units for electric and gas appliances and divide by number of users in household to get subtotal._____

Add here all subtotals in Part III and enter total here: _____

11-12-20

IV) LEISURE ACTIVITIES

Estimates for leisure activities outside the home vary considerably with distance traveled, means of transportation, equipment used, and frequency of use.

Electronic Appliances

Omit if you estimated electricity used by the precise method in Part IA. Energy expenditures for materials have already been calculated under Household Materials in Part III. Figures are for operation only, computed on the basis of average electric use per item per year (4 hours daily for television, 6 hours weekly for stereo). Adjust accordingly.

radio	(31)
radio/record player	(40)
stereo	(14)
television	
black and white (tube)	(129)
black and white (solid state)	(44)
color (tube)	(243)
color (solid state)	(162)

Subtotal _____

Cultural and Literary Recreation

Literary Activities

newspapers	(95)
books	(36)
periodicals	(15)
use of typewriter (materials and operation)	(1)

Subtotal _____

Crafts

Activities such as designing, floral arranging, knitting, and sewing require less than 1 Energy Unit and have been omitted. For other activities, add Energy Units according to the following scales, adjusting figures for more intensive, normal, and less intensive use.

(1 to 10 Energy Units)

Painting, drawing, leatherwork, woodcarving, sculpturing, stamp collecting, coin collecting, collecting articles such as bottles.

(10 to 100 Energy Units)

Woodworking (with electric lathe), pottery work (with kiln), metalworking (with forge or oven), recording.

Miscellaneous Activities

visits to amusements parks	(20)
motion pictures (8-9 movies per yr)	(9)
toys	(14)
musical instruments	(8)

Subtotal _____

Sports

Outdoor spectator sports require very small amounts of energy (except for night baseball games and the like) and may be omitted. Some participative sports (jogging, hiking, and most field events) require only human energy. Other, such as baseball, football, other ball games, swimming (in unheated pools), surfing, canoeing, skating (on natural ice), fishing (without a motor boat), biking, sledding, and indoor gymnastics (yoga, karate, judo, acrobatics) require less than 1 Energy Unit and may also be omitted. For other participative sports, add Energy Units according to the following scales, adjusting figures for more intensive and less intensive use. Let your conscience be your guide.

(1 to 10 Energy Units)

Indoor basketball, volleyball, wrestling, boxing, squash, handball, outdoor tennis, go-carting, camping, small-boat sailing.

(10 to 100 Energy Units)

Tennis (on clay court), skiing, horseback riding, mountain climbing, caving, scuba diving.

(More than 100 Energy Units)

Bowling with automatic pins, indoor swimming (private),

motor boating, water skiing, snow-mobiling, fox hunting, field polo, deep-sea fishing, yachting, airplane flying, dune buggy riding.

Subtotal _____

Add all subtotals in Part IV and enter total here:

_____

V) Transportation

All forms of transportation considered below include a factor for associated costs (fuel refining and retailing, vehicle manufacture and maintenance, insurance, etc.) except for highway construction, which is included in Part VI under Public Services. Energy consumed in freighting is included in the consumer product or service and is thus not counted separately here.

Nonbusiness Travel

Private car

This is a major part of your lifestyle energy use and should be calculated as closely as possible. First, determine the number of non-business miles traveled each year by subtracting miles of business travel from annual car mileage. Divide by the average number of passengers. Then multiply this figure by the following number, depending on your car's miles per gallon (mpg)

8 mpg.	Multiply by	0.50
14 mpg.	" "	0.29
20 mpg.	" "	0.20
25 mpg.	" "	0.16

Motorcycle

Divide number of nonbusiness miles each year by average number of riders (if any) and multiply by the following number, depending on miles per gallon.

50 mpg.	Multiply by	0.08
100 mpg.	" "	0.04
160 mpg.	" "	0.025

Gas, Oil, Tires, Maintenance, Insurance, Parking

For private car or motorcycle, multiply Energy Units calculated directly above by 0.395.

Vehicle Construction and Retailing

This assumes the life of your vehicle is average (about 8 years). Divide the weight of the vehicle by the number of users and multiply this figure by 0.154.

Other Nonbusiness Transportation

Multiply the number of miles traveled per year by the figures indicated.

train	0.094	_____
highway bus	0.042	_____
urban mass transit	0.14	_____
commercial aircraft	0.30	_____
modern cruise liner	0.48	_____
yacht	1.4	_____
bicycle	0.016	_____
Subtotal		_____

Riding to Work

The multiplying factors here are larger than in the preceding section because they include associated costs, such as vehicle maintenance and construction.

Private Car

First determine annual mileage by multiplying round trip in miles by workdays per year. Divide by the number of passengers and then multiply this figure by the following number, depending on the car's miles per gallon (mpg).

7 mpg.	Multiply by	0.80
10 mpg.	" "	0.56
14 mpg.	" "	0.40
21 mpg.	" "	0.27
28 mpg.	" "	0.20

_____

Motorcycle

Divide miles per year by average number of riders (if any) and multiply by the following number, depending on miles per gallon.

50 mpg.	Multiply by	0.11
100 mpg.	" "	0.056
160 mpg.	" "	0.036

_____

Bicycle

Multiply miles per year by 0.016. _____

Public Transportation

Multiply miles traveled per year by the following number.

urban mass transit	0.14	_____
intercity train	0.094	_____
highway bus	0.042	_____
Subtotal		_____

Add all subtotals in Part V and enter total here.

_____

VI) Social and Collective Services

Private Services

In addition to the personal uses of energy considered so far, certain social and collective uses must be charged to the ultimate consumer on a per capita basis. We may not attend schools or use hospitals ourselves, but it is necessary to expend energy to keep them available. If you are sure that certain services do not apply to you (for instance, beauty parlors), they may be omitted. Multiply by 2 for heavy use; divide by 2 for light use.

Legal	(43)	_____
Nonprofit (including religious)	(56)	_____
Personal		
laundries	(18)	_____
beauty parlors	(8)	_____
barber shops	(3)	_____
photographic services	(2)	_____
shoe repair	(1)	_____
funeral services	(5)	_____
Repairs (nonauto)	(13)	_____
Hotels and Lodgings	(26)	_____
Business Services		
advertising, sign painting	(32)	_____
services to buildings	(5)	_____
business and consulting	(12)	_____
credit	(3)	_____
duplicating, mailing, steno	(3)	_____
commercial research and testing	(5)	_____
detective services	(2)	_____
equipment rental	(5)	_____
trading stamps	(3)	_____
Subtotal		_____

Public Services

All citizens have access to the following services and facilities. If all of them apply, your subtotal should be 631. The Energy Units listed apply to both construction and operation.

hospitals (public and private)	(211)	_____
education (public and private)	(80)	_____
telephone service (3 calls per day)	(21)	_____
other public utilities	(46)	_____
highway construction and maintenance	(186)	_____
conservation and development of resources	(11)	_____
sewer systems	(17)	_____
water systems	(47)	_____
trash collection	(12)	_____
Subtotal		_____

Government Services

Government services are major users of energy. Since all are benefited (or harmed) by these services, the total energy expended must be divided among all citizens. Reliable statistics are available for federal energy expenditures. That is not the case for state and local government services They are estimated here to be equivalent to the federal government's non-military energy expenditures in comparable areas.

Federal Government

The major user of energy in the federal government is the military, with 603 Energy Units per capita annually. Total federal expenditure, printed as your subtotal, is 709 Energy Units. Subtotal 709

State and Local Governments

Construction not previously included amounts to 27 Energy Units. Maintenance of fire and police departments, etc., accounts for another 100. Subtotal 127

Postal Services

Per capita energy expenditure for the average person (824 pieces sent or received each year-or about 16 per week) is 31 Energy Units. Adjust accordingly.

Subtotal _____

Add all subtotals in Part VI and enter total here:

_____